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ABSTRACT

This booklet contains a description of the Montgomery County (Maryland) public school system's reading program for grades nine through twelve. Included in the booklet are a statement about the goals of education, general information about education requirements set forth by the Maryland State Board of Education, and lists of reading objectives and competencies and skills to be a taught in the reading program. The reading scope and sequence for each grade is outlined, followed by descriptions of developmental and basic reading courses for high school students. (RL)

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PROGRAM OF STUDIES

READING, GRADES 9-12

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Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

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FOREWORD

CURRICULUM AND INSTRUCTION

Curriculum may be defined as the general prescription for what teachers should teach and students should learn. In the Montgomery County Public Schools, the *Program of Studies* embodies this prescription. The *Program of Studies* includes the prescribed elements of programs and courses, including course titles, codes, instructional objectives, content descriptions, prerequisites, time allotments, credit values, and a point of view for instruction in each subject area. Based on the MCPS Goals of Education* these prescribed elements constitute the countywide framework within which schools develop and carry out instructional programs tailored to local needs. The relationship of curriculum to instruction in the MCPS, therefore, is that of the more general to the more specific. The *Program of Studies* provides specifications, sets limits, and indicates directions. It has direct and indirect implications for the selection and organization of content, patterns of learning and teaching, and evaluation of outcomes. However, the fulfillment of these specifications and implications is determined at the individual school level. The MCPS instructional program is, therefore, the interaction of the *Program of Studies* framework with the efforts of the individual schools. An appreciation of this interaction is necessary for an understanding of the place of the *Program of Studies* in the work of the schools.

The framework represented by the *Program of Studies* makes possible a unified countywide instructional system which at the same time permits the flexibility of programming required in a large and diverse county. At points, the *Program of Studies* may prescribe instruction very specifically. This may happen with regard to a socially sensitive topic such as sex education, or it may result from the rigorous requirements of establishing an instructional system in mathematics. But this degree of specification is unusual in the *Program of Studies* inasmuch as its level of prescription is generally represented by the instructional objectives it contains for all programs and courses. Instructional objectives are general statements of what the student should attain and are thus appropriate for all students taking a given program or course. Performance objectives are more specific statements of what the student should attain. Formulated or adopted by teachers in relation to the instructional objectives, performance objectives are used in planning classroom instruction. They are thus specific enough to form the basis of day-to-day work and of evaluation of the student's progress. In this movement from instructional to performance objectives, the teacher finds the guidance and the leeway to plan for students of a wide variety of needs and abilities. An examination of the illustrative performance objectives found in instructional guides and in teachers' lesson plans makes clear how great this range is.

An additional means of differentiating instruction which becomes increasingly important at the upper grade levels is provided by elective courses. The use of electives to provide for students of varying abilities and interests differs considerably from subject to subject. Almost all subjects have courses or course sequences which provide for enriched content and advanced or specialized work. Some provide for accelerated movement; some offer additional courses for advanced or specialized work; and some have differentiated paths among required and/or elective courses. The structure of each subject area and the ways by which it employs electives to provide for diverse student needs is indicated in the Grades 9-12 portion of the program description for each subject.

Information regarding each subject area appearing in the *Program of Studies* is presented, when appropriate, as two sections — one for Grades K-8 and one for Grades 9-12. For those subject areas spanning Grades K-12, both sections must be consulted for a full description of the program.

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*Adopted February 12, 1973 by the Board of Education of Montgomery County, Maryland

Each subject area section, whether K-8 or 9-12, has the following subsections: Point of View, General Information, Description of Program, and Instructional Guides.

The Point of View subsection includes reasons for studying the subject, general outcomes sought, ways in which the area of study is pursued in MCPS, and relationships to other subject areas. It also explains how students of varying abilities and interests in the subject are provided with differentiated performance objectives. An explanation of how study of the subject fulfills one or more of the MCPS Goals of Education* is included either in the Point of View subsection or as General Information. For those subject areas spanning Grades K-12, the Point of View is identical in both the K-8 and 9-12 sections.

The General Information subsection includes an explanation of how study of the subject fulfills the MCPS Goals of Education (unless this explanation has appeared in the Point of View) and how it is organized for instruction. Information is given about subject area tests required by the county or state and about federal and state involvement when it is important or distinctive for the subject area. Information about the fulfillment of graduation requirements, Grades 9-12, is also given in some detail for those subjects in which specific requirements exist. Other information specific to the subject also appears.

The largest portion of each subject area section is the Description of Program. It describes the program and supporting courses, identifies the instructional objectives for each, and includes any other prescribed or pertinent elements. For Grades 9-12, this subsection is divided into a List of Courses and a Description of Courses. The List of Courses gives a brief view of subject offerings at this level and serves as a table of contents to the subsection. The course descriptions, along with the narrative material and instructional objectives for each course, give course title, level, length, code, credit value, and prerequisites (if any).

At the end of each subject area section, there appears a list of pertinent MCPS instructional guides. This subsection is amplified to include existing annotated bibliographies, scope and sequence charts, or other such instructional materials in the subject which may have been prepared by MCPS staff.

USE OF THE PROGRAM OF STUDIES

The *Program of Studies*, as the curricular framework for the MCPS, promotes learning through a convergence of educational efforts. Students, teachers, administrators, parents/guardians, and other members of the community use the *Program of Studies* in a variety of ways to achieve the common goal of effective education.

A curriculum stated in terms of general (instructional) objectives informs the *student* of what the school intends him/her to learn and makes it easier to participate in setting specific performance objectives with teachers. Increase in learning efficiency is more apt to take place when a student knows the goal of learning. The student is also more apt to make a commitment to successful learning when at appropriate times he/she is allowed to select instructional methods and materials. Finally, the student's sense of achievement is reinforced when progress can be noted in the gaining of objectives.

The *teacher* who is familiar with the *Program of Studies* can be more effective in conferring with parents/guardians as well as being in a stronger position to establish specific teaching objectives, plan lessons, select instructional materials, and assess learning progress and teaching functions.

The *school principal* uses the *Program of Studies* as an administrative guide in its listing of approved courses, titles, and codes. The administrator can also deepen staff and community understanding for the

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total educational program as the *Program of Studies* is employed in teacher conferences, faculty and department meetings, and parent/guardian meetings. School effectiveness can be enhanced as the principal organizes people and resources to help learners gain the stated ends of instruction.

Learning outcomes and other information included in the *Program of Studies* give *parents/guardians and other members of the community* information useful to them. They can better understand the instructional program for their elementary school children and advise secondary school youth in course selections. Knowledge of the *Program of Studies* also enables families and other community members to communicate more effectively with their children, teachers, and school administrators.

CURRICULUM CHANGE AND MODIFICATION OF THE PROGRAM OF STUDIES

The curriculum of any public school system must reflect the continual change of the society of which it is a part. As the MCPS curriculum changes, the *Program of Studies*, which establishes the MCPS curriculum in printed form, must be modified accordingly.

In MCPS, a proposal for a new or revised program or course can originate with any individual or group in the community or school system. The staff of the Department of Instructional Planning and Development encourages, coordinates, and assists the development of such proposals. In general, the staff has responsibility for modification of curriculum as required by state and local law and policy, and for continual assessment of the need for curriculum change. Procedures for effecting changes in curriculum and the *Program of Studies* are specified in MCPS Regulation 345-1, "Development and Approval of Curriculum and Supporting Materials." These procedures first state the involvement of community and school personnel in the initiation, development, review, and tryout of proposed curriculum changes; describe the role of the Council on Instruction as a reviewing and recommending body for the superintendent; and identify the final steps of approval by the superintendent and the Board of Education. The regulation also cites relevant portions of these Board of Education policies and Maryland public school laws upon which its procedures rest.

STATE AND FEDERAL GOVERNMENT IN RELATION TO THE CURRICULUM

The major influence of the Maryland State Department of Education upon local curriculum has traditionally been through the MSDE's specification of the requirements for graduation from high school. (These graduation requirements and other provisions for earning credit are summarized on page vii.) Two newer and equally important MSDE influences stem from a state educational accountability law* and the currently evolving Project Basic.**

The Maryland Educational Accountability Act imposes several requirements in its implementation of statewide accountability. These include the establishment of goals and objectives in, but not limited to, reading, writing, and mathematics at three levels — state, school system, and individual school. The goals and objectives at the system level must conform with those established at the state level, and those established by individual schools must conform with those of the local system and the state.

Also required by the Act is a school-by-school survey of the current status of student achievement in relation to established objectives, the development of programs by each school for meeting its own needs, and the establishment of evaluation procedures for determining the effectiveness of these programs. Regular reevaluation of programs, goals, and objectives is also a stipulation of the Act.

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*Article 77, Section 28a, of the *Annotated Code of the Laws of Maryland* was passed during the 1972 session of the Maryland General Assembly. The law has come to be called the "Educational Accountability Act."

**See "The Comprehensive Plan Maryland Competency-Based Prerequisites for Graduation," a publication of the Project Basic Office of the Maryland State Department of Education, 1978.

The state plan for implementation of the Accountability Act* specified that, effective the spring of 1974, the Iowa Test of Basic Skills and the Cognitive Abilities Test would be given to all pupils in Grades 3, 5, and 7. Use of these tests has given rise to concerns about the limitations of nationally norm-referenced tests and the small part of the MCPS curriculum that is measured by the ITBS. As a result, the Maryland State Board of Education has adopted a new schedule of assessment which includes the use of the Maryland Functional Reading Test and the Maryland Functional Mathematics Test in the secondary grades. These two tests, developed at the state level, are criterion-referenced tests. This means that they test specific skills or information without regard to how well similar student populations do on a given test item. Students who pass these tests in the ninth grade will not be tested again in connection with this program. Those who fail either test will receive appropriate instruction and retesting.

Through its Project Basic, the Maryland State Board of Education is reaffirming its responsibility for establishing statewide educational standards and stating its commitment to the development of behaviors basic to effective adulthood.** The state board specified five areas of human activity in which students should develop skills and attitudes for life-functioning. The five areas and their definitions as stated in the paper are:

A. Basic Skills — All people must be able to read, write, and calculate.

B. Survival Skills — Schooling should equip all public school youth with these kinds of fundamental skills: consumer, parenting, interpersonal relations, mechanical, and personal finance.

C. World of Work — Schooling should lead to securing employment upon graduation or post-secondary education. All public school youth should be made aware of the options and opportunities of the world of work without racial or sexual bias.

D. World of Leisure — Schooling should help the student become involved in creative and healthful lifetime activities.

E. Citizenship — Citizenship should include becoming involved in the electoral process, participating in local civic affairs, and understanding the system of justice.

To implement this action of the Maryland State Board of Education, State Superintendent of Schools David Hornbeck established the Project Basic Office. Its staff is currently involved in identifying the basic competencies in the five areas. It is also to design and develop instructional activities for the five areas of human activity, develop assessment measures to certify student acquisition of the specified competencies, and coordinate the statewide implementation of minimal competencies as a prerequisite to graduation. The project is to be fully implemented by 1982.

The impact upon the MCPS curriculum of the educational accountability and the competencies programs is as yet difficult to calculate. In one sense, the impact may not be great because the objectives of the accountability program (and, it is anticipated, the competencies of Project Basic) are to a large extent already included in the MCPS curriculum. References to the impact of the educational accountability law on specific portions of curriculum are included in the *Program of Studies* within the Information sections of the descriptions for Reading, English Language Arts, and Mathematics. On the other hand, these two state programs may have a significant impact on curriculum emphasis and

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*See the "Maryland Handbook on the Accountability Assessment Program, Maryland State Department of Education, Adapted to MCPS Test Administration Procedures," issued by the MCPS Department of Pupil and Program Appraisal, February 1, 1974.

**See *The Mission of Schooling*, Maryland State Board of Education, January 1977.

balance. They could affect time allotments within and among subjects and courses and thus affect even the definition of the subjects and courses themselves. How these statewide programs are developed and how MCPS students perform on the required evaluations will determine the impact of these programs upon curriculum. They are certain to have impact upon instruction and probably even more impact on evaluation procedures.

Federal and other state involvement in curriculum is mentioned in the descriptions of those subject areas where it is found, e.g., health education and some of the vocational education subjects.

TIME ALLOCATIONS AND GRADUATION REQUIREMENTS

In the following chart, time allocations are shown for subjects Kindergarten through Grade 8. The allocations are given in minutes per week, and school administrators are expected to use them in establishing program balance.

Subject	K	Grades 1-2	Grades 3-6	Grades 7-8
English Language Arts/Reading	200	700	475	225
Mathematics	75	200	225	225
Music	100	100	100	75
Physical Education	125	150	150	225
Science	75	125	225	225
Social Studies	75	125	225	225
Home Economics and Industrial Education	—	—	—	75
Electives				225
Total	750	1500	1500	1575

The MCPS Policy on the Middle School directs the school system to provide "a curriculum based on the developmental needs of pre- and early adolescents which places primary emphasis on acquisition of basic skills but also provides a wide range of exploratory and enrichment experiences."* Middle schools are organized into interdisciplinary teaching teams which provide opportunities for flexible student grouping and scheduling. Therefore, daily, weekly, and master schedules in middle schools will not be characterized by fixed time intervals for each subject area.

New standards for high school graduation were enacted by the Maryland State Board of Education on November 27, 1974, and became effective for students entering ninth grade in the fall of 1975. These standards thus become effective for all students in Grades 9-12 in the school year 1978-79. The standards define a unit of credit; specify credit requirements for graduation; and list several provisions for earning credit and several alternatives to four-year enrollment. MCPS Regulation 310-3, "High School Graduation Requirements," includes these state graduation requirements, the policy of the Montgomery County Board of Education with regard to them, and guidelines for their implementation.

*The MCPS Policy on the Middle School, adopted December 13, 1977

With exceptions specified under "Alternatives to Four-Year Enrollment," the MCPS student must, beyond the eighth grade, complete four years of approved study and earn a minimum of 20 credits. Twelve and one-half of these credits must be in the areas specified below. The additional seven and one-half elective minimum units may be chosen from offerings in any curricular area.

English Language Arts	4 credits
Social Studies	3 credits (One must be United States History; and one must deal with contemporary issues including local, state, and national governments.)
Science	2 credits
Mathematics	2 credits
Physical Education	One-half credit, required in Grade 9, and one-half credit sometime during Grades 10-12
Physical Activity*	Two semesters of physical activity sometime during Grades 10-12 (One-half credit of elective physical education fulfills the requirement of two semesters of physical activity.)
Health Education	One-half credit, required in Grade 9

The several provisions listed by the state for earning credit in addition to regular school day and school year programs are summer school, evening school, correspondence courses, tutoring, examination, and work study programs or experience outside the school. On pages 10 and 11 of MCPS Regulation 310-3, the Montgomery County Board of Education guidelines for each of these provisions are shown. The provision on credit by examination is being implemented as examinations appropriate to MCPS courses can be developed. During the 1977-78 school year, such examinations were given for Algebra 2; Trigonometry; and English, Grade 12.

The alternatives to four-year enrollment are an accelerated twenty-credit program; an early college admission program; early admission to approved vocational, technical, or other post-secondary school; and a job entry training program. To receive a high school diploma through any one of these alternatives, the MCPS student must receive approval for waiver of the four-year enrollment requirement. MCPS Regulation 310-3 includes the steps for requesting and receiving approval of the waiver. In addition to reading the regulation, which is available in all school offices and in school instructional materials centers, students and parents/guardians should consult local school counselors with regard to any of these provisions or those concerning earning credit outside the regular school day and year.

INTERAGENCY PROGRAMS

As has been stated, the *Program of Studies* prescribes the curriculum for all MCPS students by allowing for much differentiation of instruction. Instructional alternatives are created by varying content, assessment criteria, pace, and the pattern of courses the student takes. Beyond this differentiation, special instruction and other services are provided for handicapped students. In order to provide programs for all handicapped students, MCPS coordinates services with local and state agencies and other resources.

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*See pages 3-4 of the Physical Education Grades 9-12 section of the *Program of Studies*.

For those students who are most severely handicapped, including those who are placed outside of MCPS schools, the MCPS curriculum is adapted as required to meet the limitations of the students. Information about programs for these students is available from the Placement Unit of the Department of Interagency Programs, MCPS Office of Continuum Education.

AVAILABILITY OF INSTRUCTIONAL MATERIALS

The instructional guides listed at the end of each subject area section of the *Program of Studies* are on file in school Instructional Media Centers and in the Professional Library (formerly the Educational Materials Laboratory) at the Educational Services Center. They may be ordered from the Division of Supply Management, Department of School Services, MCPS Office of Supportive Services, which maintains a list of the guides stocked in its warehouse.

Occasionally, there will be a need in a subject area for publication of some supplemental instructional material such as a scope and sequence chart or a bibliography. If such exist, they are also listed at the end of the subject area section.

The Department of Instructional Resources, MCPS Office of Program Development, maintains files of approved textbooks and text materials and of approved films. A list of approved textbooks and text materials is published annually. Questions regarding this list should be addressed to the Division of Instructional Materials, Evaluation and Selection. A list of approved films is published periodically, and questions regarding it should be addressed to the Film Library of the Division of Instructional Materials, MCPS Department of Instructional Resources.

The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- *To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities*
- *To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program*
- *To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community*
- *To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals*
- *To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community*
- *To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens*
- *To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars*

READING, GRADES 9-12

POINT OF VIEW

In teaching, one cannot and should not separate reading from the development of the other language abilities — speaking, listening, and writing. However, for purposes of planning, organizing, developing, and evaluating instructional programs, the teaching of reading can be defined and described.

The reading program in the Montgomery County Public Schools is an integral part of the language program. Learning to use language effectively is one of the most pervasive tasks of every individual. We use language to share with others our experiences, our thoughts, and our feelings. We use language to recall the past, to reflect on the present, and to project into the future. We use language to communicate, to learn, and to imagine. Instruction in reading must be viewed in relation to all of these broad goals; and learning to read must be considered as one means to achieve these goals.

Reading instruction, eclectic in approach, takes place at all grade levels from Kindergarten through Grade 12. So vital is the development of reading proficiency to the development of general competence that teachers at all grade levels and in all subject fields bear responsibility for developing the reading-study skills proper to their respective fields.

GENERAL INFORMATION

The MCPS reading program is designed to offer appropriate alternatives to expedite teaching to the individual strengths and needs of each student. It is based on the recognition that students bring different skills, abilities, attitudes, and learning styles to the task of learning to read. Those differences are in part a reflection of the diversity in the home and community environments from which our students come. The reading program is planned to recognize, utilize, and respond to that diversity.

Research into reading instruction clearly points out the fact that there is no *best* way to teach reading. Most known methods and available materials work for some children; but none works for all children. Within the framework of a common set of reading skills, all students are provided a variety of experiences with materials, techniques, and approaches that best facilitate their learning to read.

On May 25, 1977, the Maryland State Board of Education adopted Bylaw 13.03.03.06, Minimum Reading Levels. This Bylaw requires, in part, that each local education system in the state:

- Evaluate and adjust its current scope and sequence for Grades 1-12 so as to bring them into agreement with the state scope and sequence for Grades 1-12
- Adjust instruction in all reading classes so the minimum performance levels for each grade level receive first teaching/learning priority
- Schedule systematic dates to evaluate as prescribed by MSDE, minimum performance levels for each grade level
- Determine "diagnostic procedures" for assessing the achievement of competency at each level (success level for demonstrating competency must be determined based on instrument or technique used)
- Develop a recordkeeping system so that schools may keep continuous records for reporting to the system

- Submit yearly by August 1, for MSDE approval, a plan for providing reading assistance programs

- Submit yearly by August 1 a System Reading Summary Sheet specifying:

  a) the number of students who achieved the minimum performance levels, as prescribed by MSDE, for the previous grade in which they were enrolled

  b) the number of students who did not achieve the minimum performance levels for the previous grade in which they were enrolled

  c) the number of students retained only because of the Minimum Reading Level Bylaws

  d) the number of students who are exempt because they have been identified by existing procedures as moderately, severely, and profoundly intellectually limited

In addition, the Maryland Functional Reading Test (which also serves as a part of the Basic Proficiency Program in Grades 9-12) is administered in the fall of each year to students in Grade 9. Those students failing to achieve the minimum competencies in Grade 9 will take the test each succeeding year until mastery is achieved. Therefore, it is the responsibility of the principal of each school to involve the entire staff in this effort as appropriate. In addition to the Maryland Functional Reading Tests, the MCPS reading program is assessed in part by the Iowa Test of Basic Skills at Grades 3, 5, 7, and 9 along with the Test of Academic Progress at Grade 11.

In 1976, MSDE developed *Standards for Successful Reading Programs.* All schools in the state are expected to achieve these standards. As of June 1979, each school will be required to submit a report, through the area office to the central office regarding the status of achievement of the 28 standards.

Two elective reading courses are also available in Grades 9-12: Developmental Reading, open to students who are reading on grade level or above; and Basic Reading, open to students who have been identified as being more than one year behind in reading according to state standards and who have been recommended by the principal or his/her designee.

DESCRIPTION OF THE MCPS READING PROGRAM, 9-12

The MCPS reading program is developed around a set of defined reading objectives/competencies which all students are expected to acquire. Four understandings are essential to the appropriate use of the list of reading objectives/competencies:

1. It should be clear that if a student is to gain these skills systematically, he/she must be taught systematically. Leaving the development of skills to chance is both unproductive and unfair to students.

2. It should be clear that emphasis is on the student's use of each skill in reading. Performing the skill in isolation is not enough. Merely reciting the rule is often a waste of time. The appropriate goal is for students to use the skills as they read an expanding variety of materials.

3. It should be clear that many language skills must be developed before a student can learn the defined reading skills. An understanding of the use of language — listening, speaking, and reading — must be firmly established prior to the teaching of reading skills.

4. It should be clear that students will differ in the rate, pattern, and method by which they will learn the skills of reading. The sequence in which learnings will occur can be only suggested. The age at which an individual will learn certain skills can be only approximated. How much and how fast students learn is truly an individual matter.

The MCPS reading program is predicated on the position that students need systematic teaching and specific practice in order to acquire effective and efficient reading skills. In addition, students need to learn to:

1. Evaluate messages that come to them through printed symbols
2. Learn to understand the purposes, the view point, and the biases of an author
3. Learn to weigh for themselves the meaning of what they read

Within the overall English/Language Arts aim of developing in each student a lifelong competence in using oral and written language, the reading program encompasses the following skills:

1. Recognizing written words that represent common spoken words (sight vocabulary)
2. Relating alphabetic symbols to language sounds in context of words
3. Relating left-to-right letter patterns (written words) to corresponding word pattern
4. Using structural clues to word recognition
5. Decoding words of more than one syllable
6. Decoding abbreviations and measurement symbols
7. Using context
8. Using grammatical structure (syntactic clues to derive meaning)
9. Using typographical clues to meaning (spacing, capital letters, punctuation, type variations)
10. Reading orally to convey meaning
11. Associating words with objects or ideas they represent
12. Locating and/or recalling specific information
13. Translating a communication into a different form, different language, or different level of abstraction
14. Interpreting major ideas and relationships between ideas
15. Making predictions from data
16. Applying previously learned skills or generalizations to new situations and problems

17. Analyzing organizational patterns of a communication (picture, paragraph, chapter, book, story, poem, report, or article)

18. Synthesizing into a new form of expression ideas selected from communications

19. Evaluating communications

Through the development of these skills and abilities, reading can become a vehicle for enrichment through experiential learning.

On August 22, 1977, the Board of Education adopted resolution No. 553-77, *Re: Year of Emphasis on Reading/Language Arts.* It states, in part:

> Montgomery County Public Schools shall develop an overall coordinated reading instructional program plan for all grade levels which shall serve as the guide for the local schools and area offices.

NOTE: The reading objectives/competencies which follow are organized by grade level (9-12) and are keyed to specific MSDE reading goals in accordance with the Maryland Reading Scope and Sequence. Those marked by an asterisk (*) have been designated by the MSDE as minimum competencies at the grade levels indicated; those marked by a plus (+) have been designated by MCPS as representing reasonable expectations for students at the grade levels indicated. Both should be given the highest teaching/learning priority at the respective grade level.

Reading Scope and Sequence

Grade 9

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

+A. **Picture**

+B. **Context**

+C. **Structure**

+* 1. Students will use commonly found affixes and root word clues in each content class (e.g., science, social studies) to pronounce unknown words.

+D. **Phonics**

E. **Authority**

+* 1. Students will use specialized glossaries to pronounce and/or define unknown words.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which students are enrolled) with a readability level of nine.
2. Students will translate directions into action or a product.
3. Students will translate from one level of abstraction to another.
+ 4. Students will identify main ideas, theme, or issue.
+ 5. Students will discover relationships between ideas.
+ 6. Students will predict outcome of a narrative.
+ 7. Students will predict consequences of courses of action or events.
+ 8. Students will predict actions or reactions of a character in various situations.
9. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
10. Students will fill in (interpolate) data omitted.
11. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
12. Students will select skills or generalizations applicable to problem.
13. Students will use appropriate skills or generalizations to explain new phenomena.
14. Students will use appropriate skills or generalizations to determine a course of action.
15. Students will use appropriate skills or generalizations to justify a decision.
16. Students will state the reasoning for applying particular skill/generalization.
17. Students will analyze narratives or works of literature.
+18. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+19. Students will trace development of main and supporting ideas.
+20. Students will analyze logic of method of reaching conclusions or generalizations.
21. Students will combine ideas of others with own ideas.
22. Students will formulate appropriate hypothesis from analysis of a problem.
23. Students will propose way of testing hypothesis into solution of a problem.
24. Students will integrate results of an investigation into solution of a problem.
25. Students will articulate and use subjective opinions, purposes, values to make judgments.
26. Students will use standards of appropriateness/effectiveness for judging literature.
27. Students will evaluate effectiveness of communications used to influence opinion.
28. Students will independently establish objective criteria for evaluating ideas and use them.
+29. Students will supply synonyms and antonyms of given words.
+30. Students will use vocabulary of specific subject matter fields.
31. Students will distinguish denotative and connotative meanings.
32. Students will identify Greek and Latin roots as clues to meaning.
33. Students will formulate definitions in terms of class and/or characteristics.
34. Students will formulate operational definitions.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+* 1. Students will read to find a location for a job by using a work schedule or map.
+* 2. Students will read to find a location in the vicinity by using mass transportation maps.

B. **Locating references**

+* 1. Students will read to locate references within a tradebook for use in school, on a job, or at home by utilizing (when applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
+* 2. Students will read to locate references within a job manual for use in school, on a job, or at home by utilizing (when applicable) the table of contents, index, glossary, appendix, footnotes, bibliography, and headings or subheadings.
+* 3. Students will read to locate references within index volumes for use in school, on a job, or at home by utilizing headings, indices, and cross references.
+* 4. Students will read to locate references within atlases for use in school, on a job, or at home by utilizing headings, indices, and cross references.
+ 5. Students will use media center guides.
+ 6. Students will use parts of book as guide to content.

C. **Gaining information**

+* 1. Students will read to elicit necessary information for the home from consumer information.
+* 2. Students will read to elicit necessary information for the home from government pamphlets.
+* 3. Students will read to elicit necessary information for a vocation from want ads.
+* 4. Students will read to elicit necessary information for a vocation from work schedules.
+ 5. Students will locate information in pictures, a filmstrip, narrative, paragraph, chapter . . .
+ 6. Students will locate information in a newspaper.
+ 7. Students will locate and use information in functional reading (e.g., sales agreement).
+ 8. Students will locate information in a thesaurus.
+ 9. Students will locate information in a telephone directory.
+10. Students will locate information in an almanac.
+11. Students will locate information in a magazine, pamphlet, or brochure.
+12. Students will locate information in a concert or theatre program.

D. **Understanding forms**

+* 1. Students will read to report personal information on social security forms.
+* 2. Students will read to report personal information on medical forms.
+* 3. Students will read to report personal information on vocational application forms.
+* 4. Students will read to translate financial agreement on hotel reservations.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+* 1. Students will spend time reading independently.

Grade 10

+Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

B. **Context**

1. Students will supply synonyms and antonyms of given words.
+ 2. Students will use vocabulary of specific subject matter fields.
3. Students will formulate operational definitions.

C. **Structure**

1. Students will identify Greek and Latin roots as clues to meaning.
2. Students will formulate definitions in terms of class and/or characteristics.

D. **Phonics**

E. **Authority**

+* 1. Students will use high school level dictionaries to pronounce and define unknown words.
2. Students will locate information in a thesaurus.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+* 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which students are enrolled) with a minimum readability level of nine.
2. Students will translate from verbal to pictorial or to diagrammatic and vice versa.
+ 3. Students will translate directions into action or a product.
4. Students will translate from verbal to verbal or to kinesics (body language).
5. Students will translate from one level of abstraction to another.
+ 6. Students will identify main ideas, theme, or issue.
+ 7. Students will discover relationship between ideas.
8. Students will predict outcome of a narrative.
9. Students will predict consequences of courses of action or events.
+10. Students will predict actions or reactions of a character in various situations.
11. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
12. Students will fill in (interpolate) data omitted.
13. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
14. Students will select skills or generalizations applicable to problem.
15. Students will use appropriate skills or generalizations to solve a problem.
16. Students will use appropriate skills or generalizations to explain new phenomena.
17. Students will use appropriate skills or generalizations to determine a course of action.

18. Students will use appropriate skills or generalizations to justify a decision.
19. Students will state the reasoning for applying particular skill/generalization.
20. Students will analyze narratives or works of literature.
+21. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+22. Students will trace development of main and supporting ideas.
23. Students will analyze logic of method of reaching conclusion or generalizations.
24. Students will combine ideas of others with own ideas.
25. Students will formulate appropriate hypothesis from analysis of a problem.
26. Students will propose ways of testing hypothesis.
27. Students will integrate results of an investigation into solution of a problem.
28. Students will articulate and give subjective opinions, purposes, values to make judgments.
29. Students will use established standards as criteria for making judgments.
30. Students will use standards of appropriateness/effectiveness for judging literature.
31. Students will evaluate effectiveness of communications used to influence opinion.
32. Students will independently establish and use objective criteria for evaluating ideas.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

+* 1. Students will read to follow directions written in sequential order, to follow a pattern.
+* 2. Students will read to follow directions written in sequential order, to operate a household appliance.
+* 3. Students will read to follow directions written in sequential order, to use a voting machine.

B. **Locating references**

+* 1. Students will read to locate references within the *Reader's Guide*, for use in schools, on a job, or at home, by utilizing headings, indices, and cross references.
+* 2. Students will read to locate references within a multi-resource center, for use in school, on a job, or at home, by utilizing reference books and materials.
+* 3. Students will read to locate references within a multi-resource center, for use in school, on a job, or at home, by utilizing section titles.
+* 4. Students will locate information in a telephone directory.
+* 5. Students will use media center guides.

C. **Gaining information**

+* 1. Students will read to elicit necessary information for a vocation from training manuals.
+* 2. Students will read to elicit necessary information for a vocation from safety and job requirements (e.g., time cards, punch-in notices, quota charts, production records).
+* 3. Students will read to elicit necessary information for a vocation from a memorandum.
+* 4. Students will read to elicit necessary information for a vocation from union contracts.
+* 5. Students will read to elicit necessary information for societal purposes from political materials.

+ 6. Students will locate information in pictures, filmstrips, narrative, paragraph, chapter . . .
7. Students will locate and use information in functional reading (e.g., sales agreement . . .).
8. Students will locate information in a telephone directory.
9. Students will locate information in a concert or theatre program.

D. **Understanding forms**

+• 1. Students will read to report personal information on armed services forms.
+• 2. Students will read to translate financial agreements on credit card policies.
+• 3. Students will read to translate financial agreements on bank statements.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 11

Goal I. Utilize a variety of reading materials.

A. **Variety of materials**

+• 1. Students will select information on a topic, using general references, specific references, statistical information, quotations.
+• 2. Students will read microfilm and graphic materials.

Goal II. Use a word recognition system.

A. **Picture**

+B. **Context**

+C. **Structure**

D. **Phonics**

E. **Authority**

1. Students will use unabridged dictionary.

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which they are enrolled) with a minimum readability level of nine.
+ 2. Students will supply synonyms and antonyms of given words.
+ 3. Students will use vocabulary of specific subject matter fields.
4. Students will identify Greek and Latin roots as clues to meaning.
+ 5. Students will formulate definitions in terms of class and/or characteristics.
6. Students will formulate operational definitions.
7. Students will translate from verbal to pictorial or to diagrammatic and vice versa.
+ 8. Students will translate directions into action or a product.
9. Students will translate from verbal to verbal or to kinesics (body language).
10. Students will translate from one level of abstraction to another.
+11. Students will identify ideas.
+12. Students will discover relationships between ideas.
13. Students will predict outcome of a narrative.
14. Students will predict consequences of courses of action or events.
15. Students will predict action or reaction of characters in various situations.
16. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
17. Students will fill in (interpolate) data omitted.
18. Students will identify or restate problems to determine skills or generalizations necessary to solution.
19. Students will select skills or generalizations applicable to problem.
20. Students will use appropriate skills or generalizations to solve a problem.
21. Students will use appropriate skills or generalizations to explain new phenomena.

+22. Students will use appropriate skills or generalizations to determine a course of action.
+23. Students will use appropriate skills or generalizations to justify a decision.
24. Students will state the reasoning for applying particular skill/generalization.
25. Students will analyze narratives or works of literature.
26. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).
+27. Students will trace development of main and supporting ideas.
28. Students will analyze logic of method of reaching conclusion or generalizations.
+29. Students will combine ideas of others with own ideas.
30. Students will formulate appropriate hypothesis from analysis of a problem.
31. Students will propose ways of testing hypothesis.
32. Students will integrate results of an investigation into a solution of a problem.
33. Students will articulate and use subjective opinions, purposes, and values to make judgments.
+34. Students will use established standards as criteria for making judgments.
35. Students will use standards of appropriateness/effectiveness for judging literature.
36. Students will evaluate effectiveness of communications used to influence opinion.
37. Students will independently establish and use objective criteria for evaluating ideas.

Goal IV. Meet the reading demands for functioning in society.

+A. **Following directions**

+B. **Locating references**

1. Students will use media center guides.

C. **Gaining information**

+* 1. Students will read to elicit necessary information for societal purposes from legal documents.
+* 2. Students will read to elicit necessary information for the home from contracts.
+* 3. Students will read to elicit necessary information for the home from lease agreements.
+* 4. Students will read to elicit necessary information for the home from sales policies.
+ 5. Students will locate information in pictures, filmstrip, narrative, paragraph, chapter . . .
6. Students will locate and use information in functional reading (e.g., sales agreement).
7. Students will locate information in a thesaurus.
8. Students will locate information in a telephone directory.

D. **Understanding forms**

+* 1. Students will read to report personal information on tax forms.
+* 2. Students will read to report personal information on insurance forms.
+* 3. Students will read to translate financial agreements on notes and loans.
+* 4. Students will read to translate financial agreements on sales and rent agreements.
+* 5. Students will read to translate financial agreements on long-term financial agreements.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Grade 12

Goal I. Utilize a variety of reading materials.

Goal II. Use a word recognition system.

A. **Picture**

+B. **Context**

+C. **Structure**

D. **Phonics**

E. **Authority**

Goal III. Comprehend various reading materials.

A. **Comprehension**

+• 1. Students will ask and answer literal, critical, and creative questions on two passages (each from a major course in which they are enrolled) with a minimum readability level of nine.
+ 2. Students will supply synonyms and antonyms.
3. Students will use vocabulary of specific subject matter fields.
+ 4. Students will identify Greek and Latin roots as clues to meaning.
5. Students will formulate definitions in terms of class and/or characteristics.
6. Students will formulate operational definitions.
7. Students will translate from verbal to pictorial.
+ 8. Students will translate directions into action or a product.
9. Students will translate from verbal to verbal or to kinesics (body language).
+10. Students will translate from one level of abstraction to another.
+11. Students will identify ideas.
+12. Students will discover relationships between ideas.
+13. Students will predict outcome of a narrative.
+14. Students will predict consequences of courses of action or events.
+15. Students will predict actions or reactions of a character in various situations.
16. Students will predict extension or expansion of trends, tendencies . . . (verbal or diagrammatic).
17. Students will fill in (interpolate) data omitted.
18. Students will identify and/or restate problem to determine skills or generalizations necessary to solution.
+19. Students will select skills or generalizations applicable to problem.
20. Students will use appropriate skills or generalizations to solve a problem.
21. Students will use appropriate skills or generalizations to explain new phenomena.
22. Students will use appropriate skills or generalizations to determine a course of action.
23. Students will use appropriate skills or generalizations to justify a decision.
24. Students will state the reasoning for applying particular skill/generalization.
+25. Students will analyze narratives or works of literature.
+26. Students will describe techniques used to influence thought/behavior (e.g., propaganda techniques).

+27. Students will trace development of main and supporting ideas.
+28. Students will analyze logic of method of reaching conclusions or generalizations.
+29. Students will combine ideas of others with own ideas.
+30. Students will formulate appropriate hypothesis from analysis of a problem.
31. Students will propose ways of testing hopothesis.
32. Students will integrate results of an investigation into solutions of a problem.
33. Students will articulate and use subjective opinions, purposes, values to make judgments.
34. Students will use established standards as criteria for making judgments.
35. Students will use standards of appropriateness/effectiveness for judging literature.
36. Students will evaluate effectiveness of communication used to influence opinion.
37. Students will independently establish and use objective criteria for evaluating ideas and use them.

Goal IV. Meet the reading demands for functioning in society.

A. **Following directions**

B. **Locating references**

1. Students will use media center guides.

C. **Gaining information**

1. Students will locate information in pictures, filmstrip, narrative, paragraph, chapter . . .
2. Students will locate and use information in functional reading (e.g., sales agreement).
3. Students will locate information in a thesaurus.
4. Students will locate information in a telephone directory.

Goal V. Select reading as a personal activity.

A. **Personal reading**

+• 1. Students will spend time reading independently.

Description of Courses, Grades 9-12

Developmental Reading — Grades 9, 10, 11, 12

1142 1 semester ½ credit

This course is designed for students who are reading on or above grade level and wish to increase their reading efficiency.

Upon completion of Developmental Reading, the student should be able to:

. use a variety of content and procedural reading materials with efficiency
  - recognizing and critically evaluating the unique features of content, organization, and format in materials being used
  - applying overviewing, skimming, and scanning techniques to materials being used
  - applying appropriate techniques of "speed reading" to materials being used

. deal with subject-matter vocabulary in expanded ways
  - extending meanings of key words by expanding and contracting concepts involved
  - using a variety of contexts to convey shades of meaning in words that have multiple meanings
  - using key words and technical vocabulary when writing or composing ideas

. comprehend ideas in a variety of content materials; evaluate them; synthesize them with other knowledge; and apply them to various situations
  - predicting actions or reactions of a character or situation
  - tracing the development of main and supporting ideas
  - discovering relationships between ideas
  - locating information in a thesaurus
  - selecting skills or generalizations applicable to a problem
  - using appropriate skills or generalizations to justify a decision
  - describing techniques used to influence thought/behavior (propaganda techniques)
  - translating directions into an action or product
  - presenting information to an audience, using multi-media techniques

. demonstrate active participation in personal reading

Basic Reading - - Grades 9, 10, 11, 12

1145 1 semester ½ credit

This course is designed for those students who are more than one year behind in reading, according to state standards. These students may take the course only upon recommendation of the principal or his/her designee. The course may be taken more than once for credit.

Upon completion of Basic Reading, the student should be able to:

. utilize a variety of content reading materials in response to current course requirements by
  - identifying pertinent available resources
  - using unique format of materials
  - locating relevant information
  - applying notetaking, outlining, and summarizing skills
  - synthesizing relevant information in report form

. decode words in his/her listening and understanding vocabulary by
  - interpreting illustrative clues (pictures, graphs, maps, etc.)
  - utilizing context clues
  - applying structure clues
  - applying phonic clues
  - utilizing authority clues (glossary, dictionary, etc.)

. comprehend narrative and expository reading materials at the literal, critical, and creative levels by
  - describing the function and structure of sentences and paragraphs
  - identifying main ideas and locating supporting details
  - discussing relationships between ideas
  - distinguishing fact from opinion
  - applying relevant information according to purposes

. utilize functional reading skills necessary to meet course requirements

MCPS INSTRUCTIONAL GUIDES AND RELATED MATERIALS

Instructional Guides

Teaching Reading Skills, Volume I, Bulletin No. 246.

Teaching Reading Skills, Comprehension — Critical Reading/Thinking, K-12, Volume II, Bulletin No. 246.

Teaching Reading Skills, Prereading, Volume III, Bulletin No. 246.

Related Materials

A Reading Program Guide for the Montgomery County Public Schools, K-12, 1979.

MCPS and MSDE Reading Guides Keyed to Grade Nine Basic Proficiency Test in Reading, Summer 1976.

Functional Reading Objectives Keyed to Reading Instructional Guides and Activities, Grades 5 and 6, A Resource Guide for Teachers, 1977.

Functional Reading, Volume I (MSDE) 1975.
Functional Reading, Volume II (MSDE) 1975.